



Program Handbook 2018-2019

MUST 20

College of Education and Human Services
Department of Curriculum & Foundations
The Teacher as a Responsive, Reflective Professional: A Partner in Learning

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1 MUST Program

1.1 Key Terms

MUST Degree Program	Interns earn a Master of Education (M.Ed.) in Curriculum & Instruction (with a focus on urban education) and licensure in grades 7-12.
COEHS	College of Education and Human Services
Intern	A MUST degree program student.
University Coordinator	A CSU faculty member who coordinates the MUST program, teaches courses and supervises interns with the goal of helping interns become excellent educators.
Supervisor	A university faculty member or part-time supervisor assigned to an intern who will observe and evaluate the intern, in addition to the Mentor Teacher, during Fall Practicum and Spring Student Teaching.
Mentor Teacher	A school-based teacher educator who facilitates interns' development as educators.
Site Coordinator	A mentor or a designee at the urban high school who serves as a liaison between the university coordinators, the school administration, and the mentor teachers.
Professional Development School (PDS)	The model of school/university partnership with which MUST functions; goals include teacher preparation, professional development, P-12 student achievement, and cross-institutional collaboration.
Cooperative Teaching	Two equally-qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students.

1.2 Program Description

The Master of Urban Secondary Teaching Program (MUST) is a selective, field-based graduate teacher education program with a clear focus on social justice that prepares secondary teachers who are committed to teaching in urban schools. In response to the shortage of outstanding secondary teachers, MUST exemplifies the College of Education and Human Services' commitment to educational professionalism and urban school renewal. In particular, MUST prepares urban educators in the areas of Mathematics, Science, English, Social Studies, and Foreign Language. The program's goal is to graduate reflective, responsive teachers who are prepared to promote students' learning, while consciously addressing the effects of race, class and gender on student achievement.

The MUST program recruits interns who demonstrate a commitment to urban schooling and community activism. Admission requirements include a Bachelor's degree in Mathematics, Science, English, History, Spanish, or a related field; above average grades in that field; and competency or potential in communication, leadership, collaboration, and problem-solving. Interns are admitted as a cohort and take classes together for the duration of the program.

MUST integrates graduate education courses with a school-based teacher training experience. The program is 14-months in duration, including a 9-month, unpaid, school-based residency. MUST interns work side-by-side with their mentor teachers at an urban high school. In the fall, they are in the classroom part-time, Mondays through Thursdays, where they are observing, planning, and slowly developing their teaching skills. During this time, they are supervised by a mentor teacher and by a university coordinator. In addition, education classes and seminars meet regularly at CSU throughout the fall. In the spring, interns are engaged in a 16-week resident teaching experience. As exit requirements, interns complete a classroom research project and a professional teaching portfolio, both of which demonstrate their competencies as reflective, responsive urban teachers. MUST graduates earn a Master of Education degree with a specialization in Curriculum and Instruction. Upon satisfactory completion of the internship, CEHS Taskstream Requirements, the edTPA, and the OAE exams, they are licensed to teach.

1.3 MUST Calendar

April 2018	<ul style="list-style-type: none"> Attend MUST orientation session. Register for Summer I classes, obtain CSU ID card, and parking permit. 	
May 2018	<ul style="list-style-type: none"> Summer semester begins May 21. Plan to be at CSU Monday-Friday 9 A.M. to 3:00 P.M. Visit partner school sites. 	
June 2018	<ul style="list-style-type: none"> Register for fall classes. Summer I semester ends June 29. Summer II semester begins July 2. 	
July 2018	<ul style="list-style-type: none"> Register for Pearson Test: Assessment of Professional Knowledge. 	
August 2018	<ul style="list-style-type: none"> Fall semester classes at CSU begin August 27. Report to practicum site and Mentor Teacher prior to first day of high school schedule for pre-activities and professional development. Thereafter, follow school schedule. Complete child abuse awareness workshop at CSU opening. 	<ul style="list-style-type: none"> At practicum site mornings, Monday-Thursday until school's Winter Break.
November 2018	<ul style="list-style-type: none"> Register for Spring semester. Apply for graduation before March 1, 2018. 	<ul style="list-style-type: none"> Failure to apply for graduation by deadline will result in delays.
December 2018	<ul style="list-style-type: none"> Fall semester classes end December 7. Continue practicum experience at school site until the school's Winter Break. Register for Pearson Assessment of Professional Knowledge and Content Area tests, if needed. Portfolio reviews conducted in early December. 	<ul style="list-style-type: none"> OAE must be attempted and reported prior to student teaching.
January 2019	<ul style="list-style-type: none"> Spring semester classes at CSU begin Jan 14. Report to student teaching site and Mentor Teacher on the day high school students return from winter break. Thereafter, follow school schedule. Register for Pearson Assessment of Professional Knowledge and Content Area tests, if needed. Begin phase-in to full-time teaching and cooperative teaching (3rd quarter). School portfolio presentations during Jan/Feb. Begin 8-10 week Action Research project. 	<ul style="list-style-type: none"> At student teaching site full time, Monday-Friday, for 15 weeks.

April 2019	<ul style="list-style-type: none"> • Register for summer semester. 	<ul style="list-style-type: none"> • Register for subject area courses.
May 2019	<ul style="list-style-type: none"> • Spring semester at CSU ends May 3. • Commencement on May 11. • Summer semester begins May 18. • Portfolio reviews conducted in early May. • Portfolio showcase during first week of summer classes. 	
June 2019	<ul style="list-style-type: none"> • Teacher research project due. • Summer semester ends June 28. 	

2 Program Requirements

To become licensed to teach and earn a Master's degrees in this program, there are 5 key requirements: successful completion of OAE tests, CEHS Taskstream requirements, the edTPA, satisfactory completion of CEHS graduate level coursework, practicum and student teaching that follow the school district calendar, preparation of portfolio artifacts, and a teacher research project.

2.1 Registration for the OAE & Pearson Tests

Beginning Sept. 1, 2013, a new test series (Ohio Assessments for Educators), began to replace the Praxis II series as the required Ohio educator licensure tests, except for world languages. The new Ohio Assessments for Educators (OAE) are provided by the Evaluation Systems Group of Pearson, and measure professional, pedagogical, and subject-specific knowledge and skills. Both OAE and Pearson measure test takers' knowledge of pedagogical skills and the subject(s) in which they are seeking licensure. MUST interns are required to take at least two exams: the OAE Assessment of Professional Knowledge: Adolescence to Young Adult (7–12) and the assessments required for their specialty area. The test is based on a case study approach employing the use of constructed-response and multiple choice questions to determine pedagogical knowledge.

Interns will NOT be allowed to student teach or complete the MUST program until they attempt both parts of the Pearson assessments (content area and assessment of knowledge) and have scores reported to CSU prior to the beginning of student teaching. Interns must meet or exceed the qualifying score on each test to receive licensure from the state.

Registering for and taking OAE and Pearson tests is each intern's individual responsibility. All tests are offered at a number of locations throughout the state. As appropriate, OAE scores are automatically forwarded to the Ohio Department of Education, the Ohio School Psychologist Certification Program, or the Ohio State Board of Examiners for Speech-Language Pathology. They are not automatically sent to CSU even if you indicate that you completed your training program here. When applying to take exams, you must specifically request that a copy of your score report be sent to CSU. This is especially important now that eligibility for student teaching placement requires that you have taken all required OAE or ACTFL exams. Moreover, unless you request that scores are sent here, passage of OAE exams will not be posted to your transcript. All ACTFL and Pearson OAE exams must be on file in CSU's Education Advising Office before we can approve an on-line license application.

2.1.1 Preparing for the OAE & Pearson Tests

Here are suggestions for getting ready for your test/s:

- Practice answering the sample test questions. Check to see how long you will have on the actual test and time yourself.
- Review your textbooks, class notes, and course readings that relate to the topics covered in the test.
- Organize a study group that meets regularly to prepare and study. Check bookstores and libraries to see if there are additional study guides.

We encourage that students order one or more of the test prep publications available from the OAE online. If you are repeating a test, analyze your previous score report to determine areas where additional study and test preparation might be useful. For detailed information about OAE tests, please consult the website at <http://www.oh.nesinc.com/>.

2.2 Practicum & Student Teaching

The relationship between the intern and her or his Mentor Teacher is central to the process of developing into a professional teacher. Ideally, Practicum and Student Teaching are times when the intern takes all that he or she has learned and applies it in the classroom. This is done with the day-to-day mentoring and support of an experienced mentor teacher who has committed to becoming part of the teacher education process. University Coordinators prefer that interns continue to work with their assigned mentors throughout the Fall and Spring semesters although consideration will be given to changing a placement if necessary. The following pages are a framework for implementation of the program. University Coordinators can help in interpreting this process.

2.2.1 Intern Responsibilities

At the center of the program is the year-long residency. During the Practicum and Student Teaching semesters, interns will cultivate professional relationships with their mentor teachers that include planning curriculum, becoming a professional member of the school community, and gaining valuable experience teaching lessons and units to the high school students.

During Practicum and Student Teaching semesters, interns are expected to:

- Follow the school schedule rather than the university schedule for vacations and holidays.
- Complete clear, detailed lesson plans in the format that is prescribed by the MUST program and submit to your mentor at least one day in advance for each lesson to be taught.
- Present lesson and unit plans to the Mentor Teacher in a timely manner, allowing for feedback and revision prior to the day of implementation.
- Be punctual and responsible. Abide by the Attendance Policy stated below in this handbook.
- Be professional: complete attendance form, abide by the rules and customs of the school, including professional attire, attendance, and behavior at all school functions. Respect confidentiality of privileged information.
- Establish regular times when one can converse with the Mentor Teacher about curriculum and instruction.
- Develop and submit a professional teaching portfolio.
- Work on the teacher research project.
- Complete all requirements of the Taskstream, MUST portfolio, and Teacher Performance Assessment (edTPA).
- Notify CSU faculty of any concerns or needs.
- Follow all CSU, ODE, and district policies regarding professional and ethical behaviors.

During the final semester, interns are expected to:

- Attend EDB 595, complete the teacher research project and submit it to faculty for final evaluation and a professional journal for publication.
- Submit the Program Completion form to the Graduate School in preparation for graduation.

2.2.2 Practicum – Fall Semester

During the Fall semester, mentor teachers are asked to help interns increase participation in the classroom according to the schedule below. Each intern will be observed by a University Coordinator at least 4 times. Interns are expected to arrive at school in the morning at the same time that teachers are expected to arrive. Interns will leave school approximately at noon.

Three observations of other teachers will be expected during Weeks 2-4 of the fall semester. The University Coordinator or Mentor Teacher will assist with placing each intern in three areas: (1) in a classroom within the intern's content area and in grade levels that differ from those of the mentor teacher; (2) in a classroom outside the content area; and (3) in a classroom recommended by the mentor teacher.

Fall	Mentor Teacher	Intern
Week 1 Mid - Late August, prior to school opening	<ul style="list-style-type: none"> • Introduce intern to faculty, staff, and administration. • Provide intern with course overviews, texts, routines, rules, regulations, etc. • Invite intern to attend faculty meetings and professional development events. • Show intern emergency, attendance and other routines. 	<ul style="list-style-type: none"> • Become familiar with the school, faculty, staff, and administration. • Review course overviews, texts, regulations, etc. provided by mentor teacher. • Assist mentor teacher as needed. • Learn school and classroom rules and routines. • Attend faculty and professional development meetings.
Week 2 First week of School	<ul style="list-style-type: none"> • Introduce intern to students. • Encourage intern to assist individuals and small groups of students. 	<ul style="list-style-type: none"> • Learn students' names. • Assist individuals and small groups of students. • Complete observation of another classroom using MUST observation form and submit to the University Coordinator.
Week 3	<ul style="list-style-type: none"> • Assist intern in identifying a topic for a two-week unit plan. • Suggest resources for the unit. • Identify and co-teach a part of a lesson. • Provide suggestions regarding interactions with students. 	<ul style="list-style-type: none"> • Meet with mentor teacher to identify a topic for a two-week unit plan. • Identify appropriate resources. • Continue to work with students individually and in small groups. • Plan and co-teach at least one segment of lesson. • Complete observation of another classroom using MUST observation form and submit to University Coordinator.

<p>Weeks 4-5</p>	<ul style="list-style-type: none"> • Identify and assist with methods and resources for several lesson segments that the intern will co-teach. • Provide suggestions about lesson segments and individual and small group interactions. • Encourage the intern's participation in teaching. 	<ul style="list-style-type: none"> • Plan and co-teach with the mentor teacher at least 2 lessons each week. • Increase participation in classroom activities. • Complete observation of another classroom using MUST observation form and submit to University Coordinator. • Engage in first observation by supervisor.
<p>Weeks 6-7</p>	<ul style="list-style-type: none"> • Help intern prepare to teach 2 consecutive whole period lessons over 2 days. • Repeat these lessons in 1 or more classes. • Provide guidance in the development of the intern's unit plan. • Formally evaluate the intern using the MUST Observation Form and MUST 7/15 Week Evaluation Form. • Discuss evaluation with intern. 	<ul style="list-style-type: none"> • Plan and teach 2 consecutive whole period lessons over 2 days. Repeat each lesson in 1 or more classes. • Continue to work with students individually and in small groups. <ul style="list-style-type: none"> • Present a draft of a unit plan to the University Coordinator and mentor teacher. • In Week 7, encourage mentor teacher to formally evaluate you using MUST evaluation forms and submit to University Coordinator. • A segment of your teaching practice may be videotaped.
<p>Weeks 8-12</p>	<ul style="list-style-type: none"> • Supervise the planning and implementation of the intern's 2-week unit plan. Discuss curriculum content, teaching methods, and assessments. • Discuss classroom management, rapport with students, delivery style, and use of voice with intern. • Continue to mentor the intern's teaching while managing and assessing students. • Formally evaluate the intern using MUST Observation Form and MUST 7/15 Week Evaluation Form. • Advise the intern of your teaching plans for next semester and guide him/her in planning those units. 	<ul style="list-style-type: none"> • Ask the Mentor Teacher and University Coordinator to offer feedback on your unit plan. • Revise your unit plan. • Teach a 2-week unit to at least 1 class. • Submit Taskstream artifacts. • Increase participation in classroom activities (teaching, managing, assessing students). Prepare and teach at least 5 full lessons each week. • During Weeks 14-15 encourage mentor teacher to formally evaluate you using MUST evaluation forms and submit to University Coordinator. • Conduct a student evaluation of your teaching.

2.2.3 Student Teaching – Spring Semester

During the Spring semester, the mentor teacher is asked to mentor the intern according to the guidelines outlined below. During this time, the intern will be expected to quickly increase his or her teaching role in the classroom. Placement and teaching in an Advanced Placement (AP) class is not included in the MUST intern’s teaching responsibilities. AP classes will be discussed by the mentor teacher, building principal, and university coordinator.

Interns are again expected to arrive at school in the morning at the same time (or earlier) that teachers are expected to arrive. Interns will leave school at the end of the day at the same time teachers are expected to leave. Interns are expected to attend faculty meetings as scheduled and collaborate with Mentor Teacher to determine students’ grades. Each intern is to be observed by MUST faculty at least 4 times during the semester.

<p>Spring Weeks 1-3</p>	<p>Mentor Teacher</p> <ul style="list-style-type: none"> • Have intern teach morning classes that he/she worked within fall. • Supervise the planning and implementation of upcoming classroom unit plans. • Negotiate when and how intern will take over full-time teaching of afternoon classes. (Expected to occur third quarter) • Continue to mentor intern about any concerns you have, e.g. classroom management, lesson preparation, communication with class, rapport with individual students, etc. • Do not permit intern to teach a class when the lesson plan is not made available to you at least one day prior to day of implementation. 	<p>Intern</p> <ul style="list-style-type: none"> • Continue to teach morning classes that you worked with in fall. • During the afternoon, review existing resources and develop new resources for third quarter units, observe other classes, develop specific lesson plans, work with mentor teacher in classroom. • Negotiate when and how you will take over full-time teaching of afternoon classes with your mentor teacher. (Expected to occur third quarter) • Unit and lesson plans must be in format approved by the mentor teacher and university coordinator. • Interns are not permitted to teach any lesson without a lesson plan submitted at least one day prior to teaching the lesson. • Present lesson plans to mentor teacher in timely manner, at least one day prior to implementation.
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Weeks 4-16	<ul style="list-style-type: none"> • Supervise the intern's unit and lesson plans providing regular feedback about curriculum content, teaching methods and assessment. • Lesson due for review and comment at least one day prior to implementation. • Continue to mentor intern about any professional concerns. • Formally observe and evaluate intern using the MUST observation form by week 7. • Complete the 7-week Evaluation Form and discuss with intern. • Formally observe and evaluate intern with MUST observation form in weeks 13-15. • Complete the 15-week Evaluation Form and discuss with intern. 	<ul style="list-style-type: none"> • Assume responsibility for mentor teacher and implement cooperative teaching model: <ul style="list-style-type: none"> ◦ Plan, execute, and informally assess your own lessons. ◦ Create assessment instruments, grade them, and record students' grades. ◦ Complete other duties as generally required of classroom teachers. • Adopt role and responsibilities of classroom teacher. Take on all duties (inside and outside the classroom) that are assumed by teachers in this school. • Submit unit and lesson plans to mentor teacher for review and comment at least one day prior to implementation. Use format approved by mentor teacher and university coordinator.
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2.3 Lesson Planning, Implementation, and Reflection

An important part of your experience as a MUST intern is learning how to plan and execute lessons in the classroom. This program purposefully gives you numerous occasions in which you can experience the challenge and creativity involved in lesson development, as well as the joys and frustrations of seeing your creations play out in the real world of the classroom.

The MUST program asks all interns to maintain a journal during the practicum and student teaching experiences. In this file, place copies of teaching strategies you come across in textbooks, teachers' manuals, or professional journals. Regularly jot down useful teaching strategies that you see your professors or mentor teachers use to organize or deliver instruction. What seating arrangements facilitate learning? What tasks does the teacher assign? In what order? What questions does the teacher ask to help students make sense of the material? What does the teacher do to evaluate student learning? Try to observe and keep a log that summarizes the process of each teaching strategy.

To help you guide yourself through the many steps that are involved in lesson creation, University Coordinators and faculty have developed a lesson plan format (see Appendix A). This form requires you to think about and write down many of the steps and thought processes in lesson preparation that are often done intuitively by experienced teachers without the written expression of precise steps. Hopefully, it will put you in the "habit-of-mind" of thinking carefully about a number of important factors before you begin to teach any class at any time.

The MUST lesson plan format and the edTPA (see Appendix G) lesson plan format will be introduced to you during the first summer session and will be reinforced in your Teaching and Management in the Secondary School course (EDB 505). You will use these formats faithfully until you start your student teaching in January. At that time, you may discuss minor modifications to this format with your mentor teacher and your university coordinator: certain formats work better in some settings than in others.

During the Practicum/Fall semester, every intern will be expected to teach a "unit" of related lessons on a topic to be negotiated with the mentor teacher. This group of lessons will be approved by your University Supervisor in the beginning of October and will be taught in the beginning or middle of November (dates will be determined by the mentor teacher). The unit plan must cover at least ten periods or five, two-hour blocks of consecutive class time.

2.4 Teaching Performance Assessment (edTPA)

The edTPA is a summative, subject-specific portfolio-based assessment of teaching performance that demonstrates teaching candidates' readiness for licensure. Teaching candidates complete the edTPA during their preparation program within a clinical field experience. Evidence of teaching competence consists of authentic artifacts documenting teaching and learning during a learning segment lasting approximately one week and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the edTPA candidates apply what they have learned from their coursework about research, theory, and best practices related to teaching and learning.

The guidelines for evaluating the edTPA are part of a nationwide system of beginning teacher evaluation to be adopted by the State of Ohio. Upon Ohio's adoption of the edTPA for teacher certification, interns will be required to complete this task as part of their license for the required state fee charged in order to earn their license. A fee will be charged to interns for the edTPA.

2.4.1 Teacher Performance Assessment Criteria

See appendix B for Observation form.

2.5 Assessment Procedures at School Sites

University coordinators will observe and evaluate interns at least four times during each semester. Observations may be unannounced and may not last for the entire class period. Each of these evaluations assesses an intern's success in implementing Teacher Performance Assessment Criteria in the observed lesson. This demands that the university coordinator judge the intern's progress by objective standards of the profession as well as making judgments of the intern's development as it compares to others at that stage of professional development. An Observation/Evaluation form (See Appendix B for Observation Forms Samples) will be used to assess the intern and a copy will be given to the intern electronically within 48 hours of the observation. The intern must complete Reflection form and return them electronically to their supervisor within 48 hours following the observation.

Mentor teachers will formally observe and evaluate interns twice each semester. In these evaluations, mentor teachers will use the same evaluation criteria and observation forms that are used by university coordinators. In addition, each evaluation will be augmented by a written assessment of an intern's success in meeting professional expectations (e.g., attendance, punctuality, dress, use of language, professional conduct, etc.)

During the 7th and 15th week of the semester, the intern, mentor, and supervisor will meet together and complete the 7/15 week consensus form (See Appendix C). Interns must earn a grade of "B" or better in the Practicum (fall) semester to be eligible for student teaching. Further, interns must earn a grade of "Satisfactory" in the Student Teaching (spring) semester to be granted a teaching license and to graduate from the MUST program. A semester grade will be awarded to the intern by the university coordinator after reviewing each individual's assessments. These individual assessments will consist of the following: The mentor teacher will complete two formal evaluations of his/her intern each semester, while the intern's supervisor will complete at least four formal evaluations for practicum and four formal evaluations for student teaching. Overall evaluation scores will be averaged with seminar attendance, participation, and assignment scores to yield a mean evaluation score which will represent the semester grade for fall practicum and spring student teaching. If adopted by the state of Ohio, successful completion of the edTPA will also be required for licensure.

Prior to the university "drop" date, any intern who is having difficulty reaching an acceptable level of classroom performance and who has earned one or more assessments of "C" or less during the Practicum or "Unsatisfactory" during Student Teaching will be advised by the university coordinator of the following options:

- The intern may attempt to continue in the experience by trying to implement all of the suggestions for improvement in an effort to earn a satisfactory grade. (Be advised

that continuing may still result in a grade of “C” or less.)

- The intern may withdraw before or after the designated “drop” date. Acceptance of a “drop” that occurs after the official drop date requires the approval of the petition committee, a process that generally takes 2-3 weeks. If the petition for a late withdrawal is denied, a grade of “C” or less or “Unsatisfactory” would stand.
- The intern may withdraw immediately and petition to retake the experience at a later date. It may be recommended by the university coordinator that the intern needs to take additional coursework and/or engage in specific types of experiences to strengthen his or her teaching skills prior to retaking either the practicum or student teaching in another licensure program. Student teaching or practicum can only be repeated once.

2.6 Portfolios

One of the primary goals of the MUST program is to prepare future urban teachers to provide their students with the greatest range of opportunities to show what they know. In addition, the MUST program is committed to helping teachers think in the broadest terms possible about how they can demonstrate their proficiency as educators. A portfolio assessment system—for students and teachers at any level—allows for such a demonstration of knowledge. To help MUST interns understand how such a system operates—in the assessment of students *and* teachers—the program requires interns to engage in a portfolio construction process through Taskstream and the MUST program during their MUST year.

2.6.1 Key Terms for Portfolios

Goals/Standards/Objectives	The primary outcomes that a professional educator addresses through an educational activity
Artifact	Any document or object that represents growth towards at least one standard/objective: sources for artifacts include, but are not limited to, course/field experiences, lesson/unit plans, videotaped lessons, teacher research projects, reflective journals, response papers, photographs, relevant articles, syllabi, university transcripts, teaching evaluations, event/conference programs, and student work samples
Artifact Description	A detailed essay depicting the primary features of an artifact
Reflection	The intern's analysis of the ways in which a specific artifact demonstrates her/his achievement of at least one standard/MUST outcome
Constituent Review	Another person's analysis of the ways in which a specific artifact demonstrates this intern's achievement of at least one standard/MUST outcome; constituents include professional peers, instructors, mentor teachers, students, community members, etc.
Conference	A meeting of an educator and a constituent at which a portfolio artifact is informally presented and its relevance to a given outcome is discussed
Employment Portfolio	An organized collection of artifacts, descriptions, reflections, and reviews organized intentionally to secure employment; includes representations of distinguishing characteristics and talents of the professional educator; portrays the accomplishments and plans of the potential employee
Portfolio Review	Event where artifacts, descriptions, reflections, and reviews are presented to representative a MUST coordinator or MUST faculty member who makes formal, summative assessments of artifacts, using rubrics to determine professional intern's final proficiency with given standards

2.6.2 Taskstream Portfolio

All licensure candidates in the CSU College of Education and Human Services will complete an electronic portfolio through Taskstream. A subscription to Taskstream must be purchased by each intern. MUST interns will complete sections of the Taskstream portfolio during the first 3 semesters of the program.

2.6.3 MUST Portfolio

The construction of an intern's MUST portfolio extends across all program experiences and courses. While in the MUST program, each intern constructs a "working portfolio" of artifacts gathered from the year's courses, field experiences, workshops, and events. These artifacts are representative of their experiences, and are assessed as evidence of their proficiency with the MUST and College outcomes.

The construction of the working portfolio is an ongoing process. Interns are introduced to portfolio assessment during the first summer session of the MUST program, in EDL 505, EDB 505, and EDB 601. The emphasis is to help interns develop an understanding and acceptance of the MUST outcomes and rubric points, while preparing interns for representing plans for addressing the MUST outcomes and rubric points in their classrooms. In general, artifacts gathered from the fall semester should focus on school settings, and artifacts from the spring semester should focus on classroom contexts. As well, given the interns' shifting roles across their program year, artifacts in the fall should represent observations of the MUST outcomes and rubric points in action in mentor teachers' and other teachers' classrooms, as well as some evidence that the intern is beginning to implement these principles in her/his own teaching. Artifacts from the spring should represent actual attempts by the interns to implement these outcomes and rubric points in their classroom practices.

During the fall and spring semesters interns engage in a formative assessment process around the artifacts they've chosen to address the MUST outcomes. For each of these selected artifacts, interns conduct a minimum of one conference with community, school, classroom, and university constituents, using the specific rubric for each MUST outcome. As well, near the end of each semester interns participate in a cohort portfolio review where they are formatively assessed by their MUST peers. Interns should plan to have the widest range of school constituents (their own high school students, mentors, other teachers, other MUST interns, community members, university professors, MUST supervisors, school administrators, etc.) provide feedback on artifacts using the Artifact Conference Sheet (See Appendix D).

All of these formative assessment events are intended to prepare interns for the final summative assessment by the MUST University Coordinator at the end of fall and spring semesters—the Coordinator Review. At the conclusion of these two coordinator reviews, each intern must be assessed as "proficient" with each of the four MUST outcomes or rubric points. If interns are assessed at any point as "not proficient" with any MUST outcome, she/he will have one opportunity to revise the presentation of relevant artifacts, followed by one formal appeal of this assessment. After the revision and appeal, if an intern is still assessed as "not proficient" with any MUST outcome(s) in any semester, she/he will not be allowed to continue in the MUST program the following semester.

The MUST portfolio assessment system also includes three public events. The first is a school-based portfolio presentation that will take place at each school site in January. This event is a pre-interview process where interns share their teacher research topics and initial findings with an audience of school, university, and community constituents. The second public event is the MUST Action Research showcase. The showcase event at CSU occurs in April and provides the interns with an opportunity to share the best of their portfolio work with a broad audience. This presentation portfolio will highlight the “best” MUST outcomes-related artifacts from the Action Research project and will be organized into a visual display of the intern’s design. The final component of the MUST portfolio assessment process is a presentation of the portfolio to the incoming MUST cohort in May. Interns will engage in academic discussions about their research with the new cohort members. Finally, each intern will receive assistance in developing an employment or professional portfolio that will be developed from the collection of artifacts in the working portfolio.

2.6.4 Portfolio Assessment Procedures

The MUST portfolio assessment system will help new teachers to continually reflect on their teaching, particularly in light of the MUST outcomes. The primary means through which this reflection occurs is regular discussions of interns’ teaching practices and observations. The teacher research project that interns begin in the program’s first summer and then continue across the fall and spring semesters is another primary means to integrating this reflection into interns’ teaching practices. During the first summer semester, EDB 601 (Educational Research) provides interns with an opportunity to study others’ teaching practices by reading current research. Interns also select several potential teacher research project topics that they might implement during the fall and spring semesters. During the fall semester, interns generally discuss their teaching practices in the Practicum Seminar, focusing on the relationship between these teaching practices and the MUST outcomes. Interns also concentrate on the initial implementation of their teacher research project—including its relationship to the MUST outcomes in EDB 595 (Seminar on Integrating Theory and Practice). Finally, during the spring semester, critical discussion of research on their teaching continues in EDB 595, with an emphasis on the relationship between teaching practices, the research project, and the MUST outcomes. Interns also focus on the job search process in the Student Teaching Seminar in the spring.

All artifacts should reflect interns’ proficiency with the MUST and College outcomes and represent a constructive impact on student learning. During the fall and spring semesters, each intern is responsible for selecting and presenting for review a minimum of four artifacts each semester that collectively demonstrate the intern’s proficiency with the MUST outcomes and rubric points. Interns should bring at least one artifact and one artifact inventory form to each practicum and student teaching seminar. As well, interns should plan for addressing at least one MUST outcome with each lesson they teach and have assessed by their university supervisor during the fall practicum and spring student teaching experiences. Given its importance to an intern’s development, the teacher research project is required as a MUST outcomes- related artifact during all semesters.

Semester	Products/Events
Fall	<ul style="list-style-type: none"> > <u>Completion of required Taskstream artifacts</u> > Minimum 4 original artifacts representing proficiency with MUST outcomes (one of which must be intern's teacher research project) > 1 <u>artifact conference sheet</u> minimum with each of selected MUST artifacts > Cohort Review of MUST artifacts (formative) > Coordinator Review of MUST artifacts (summative) > Employment/professional portfolio construction begins
Spring	<ul style="list-style-type: none"> > <u>Completion of required Taskstream artifacts</u> > Minimum 4 original artifacts representing proficiency with MUST outcomes (one of which must be intern's teacher research project) > 1 <u>artifact conference sheet</u> with each of selected MUST artifacts > Cohort Review of MUST artifacts (formative) > Coordinator Review of MUST artifacts (summative) > School Presentation on teacher research project > CSU presentation of teacher research project > Employment/professional and electronic portfolio construction continues
Summer II	<ul style="list-style-type: none"> > As a part of EDB 595, tri-fold poster board of Action Research components constructed and presented at showcase event

2.6.5 Coordinator Reviews

During the fall and spring semesters, each intern will engage in a summative assessment event with one MUST coordinator. Each Coordinator Review lasts 30-45 minutes. It occurs in early December during the fall semester and early May during the spring semester.

At the Coordinator Review, you will be assessed on all four of the MUST outcomes, using the MUST rubric. Using a minimum of four artifacts, you will be expected to discuss and demonstrate your proficiency with each of the rubric points. Your teacher research project must be one of the included artifacts. Be sure to follow these guidelines for this review:

- 1) Using the Artifact Conference Sheet, discuss each of your artifacts in at least one conference with constituents of your teaching. Bring these Artifact Conference Sheets and the artifacts to your Coordinator Review.
- 2) For the fall review, be sure to connect as much of this evidence as possible to your classroom teaching or the teaching you've observed in your mentor teachers' or other teachers' classrooms. For the spring review, be sure that all artifacts are evidence gathered from your own classroom teaching.
- 3) You will also be expected to write a maximum three-page typed paper addressing your proficiency with each MUST outcome. You should describe how each artifact demonstrates your proficiency with the given MUST outcome according to the direction and rubric provided.

- 4) Each intern will have 30-45 minutes to complete this Coordinator Review.
- 5) Identify Intern Selected Criteria for each MUST outcome.
- 6) Submit Taskstream artifacts.

Finally, a few pieces of advice to help you prepare for the Coordinator Review:

- a) Be sure to address all of the rubric points for all four MUST outcomes;
- b) Dress appropriately, and treat the Coordinator Review conferences as formal professional events;
- c) Be ready to speak from your descriptions, and reflections; you will not be allowed to read these, but you can refer to them.

2.6.6 Portfolio Review Criteria

Portfolios are evaluated by determining how well the intern's artifacts and reflections align with MUST Outcomes. The MUST outcomes make the program relevant to teaching in the urban schools. Your coordinators use the MUST outcomes in evaluating your portfolios. To meet each outcome, interns need to articulate how their portfolio artifact meets one or more of the outcomes.

2.6.6.1 MUST Outcomes Rubric

MUST Outcome:	Social Justice	Urban Teaching	Urban Schooling & Communities	<u>Resilience, Resistance, & Persistence</u>
Assessment:	The MUST intern is a reflective, responsive teacher-leader who successfully addresses the effects of race, class, gender, linguistic difference, and sexual orientation on student achievement.	The MUST intern promotes students' learning by utilizing culturally relevant and responsive pedagogy.	The MUST intern demonstrates a strong commitment to urban schooling and community activism.	The MUST intern addresses the complexities and demands of urban settings by responding appropriately with resilience, resistance, and persistence.
Proficient: <i>As demonstrated by artifacts and reflections, all MUST interns:</i>	<ol style="list-style-type: none"> 1. Recognize and respect their own and their students' personal, social, and cultural uniqueness and understand how these attributes affect teaching and learning 2. Reflect on and address effects of race, class, gender, linguistic difference, ability, and sexual orientation on their own and their students' achievement 3. Use this information to engage their students, to promote intrinsic motivation, and to encourage personal, professional risk-taking 4. Promote their own and their students' development of personal, school, and community literacies by using effective, culturally relevant classroom practices 5. Intern selected criteria: 	<ol style="list-style-type: none"> 1. Encourage their students to actively participate in creating and governing their own learning experiences and environments, including assessment procedures 2. Relate achievement to teaching strategies by reflecting on strategies and adjusting teaching and assessment practices to meet students' individual and group needs 3. Develop range of relevant, holistic, learner-centered curricula that utilize available resources and produce authentic results 4. Intern selected criteria: 	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the relationship between schools and the community, and of the community factors that influence students' learning processes and academic achievement 2. Promote students' abilities to make informed, socially-conscious, democratic decisions within the classroom, the local community, and in a wider forum 3. Develop and teach lessons that are explicitly relevant to the conditions and needs of students' lives and communities (e.g., family concerns, transience, violent events, poverty) 4. Incorporate artifacts from students' lives and communities into their teaching and utilize authentic activities and assessments 5. Intern selected criteria: 	<ol style="list-style-type: none"> 1. Use personal and professional reflection to transform challenges related to student achievement into positive learning experiences 2. Devise creative, relevant solutions to planning, classroom management, school, and community challenges 3. Use personal resources to respond to a lack of school resources 4. Intern selected criteria:

Master of Urban Secondary Teaching (MUST) Outcomes Rubric

Exemplary: At the culmination of the MUST program, an intern may be assessed as demonstrating an “exemplary” understanding of the program outcomes under the following conditions:

- 1. The intern has demonstrated a “proficient” understanding over time, through all previous reviews.**
- 2. The intern constructs a presentation portfolio for portfolio showcase during second summer session and attends showcase event(s).**
- 3. The intern develops and submits a plan that illustrates how she/he will integrate these outcomes/rubric points into their first-year teaching practice.**

2.6.6.2 Cleveland State University COEHS Outcomes

Personal Philosophy: The CSU teacher education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice.

Social Foundations: The CSU teacher education student possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the worlds in which we live.

Knowledge of Subject Matter and Inquiry: The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.

Knowledge of Development and Learning: The CSU teacher education student understands how individuals learn and develop and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge.

Diversity: The CSU teacher education student understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning.

Learning Environment: The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation.

Communication: The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.

Instructional Strategies: The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development.

Assessment: The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and gives accounts of students' learning to the outside world.

Technology: The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs.

Professional Development: The CSU teacher education student is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues and professionals in the community) and seeks opportunities to grow professionally.

Collaboration and Professionalism: The CSU teacher education student fosters relationships with colleagues, parents and guardians, community agencies, and colleges/universities to support students' growth and well-being.

2.7 Teacher Research Project

The MUST program requires each intern to successfully complete a teacher research project. This is a year-long effort that begins the first semester in Educational Research (EDB 601) with observation and data gathering to improve classroom instruction. The final product is a research paper of publishable quality. The components of the teacher research project are listed in the table below.

At some points during the Spring semester, interns are required to make presentations of their on-going teacher research project to an audience of professionals at the school site and at CSU. To engage in this expanded assessment process, we will conduct a series of presentations in January at each of your school sites and in April at CSU. You will present your teacher research project to an audience of your students, mentors, teachers, interns, administrators, school staff, and community members—as evidence of your professional growth, of “best practices” in education, and as evidence of your implementation of the MUST outcomes. All interns from a given site are expected to attend all events at this site. The MUST coordinators (school and university) will be responsible for inviting school and district administrators, as well as other university faculty, to these events. The same presentation will be used for the Action Research event at CSU.

Prepare an engaging 10-minute presentation on your teacher research project, leaving approximately 5 minutes for discussion. Ask those in attendance for their feedback on your teacher research project as evidence of your professional growth and your proficiency with the MUST outcomes.

Finally, a few notes about these presentations. It is intended to be one mechanism through which you share the core ideals of our program with the broadest range of constituents of our program. It is also meant to serve as something of a pre-interview process for you. As such, we would make three strong recommendations: 1) dress professionally; 2) include visual components to this presentation in order to best engage the audience; 3) invite a wide range of constituents of your teaching to these events.

2.7.1 Teacher Research Project Components

Teacher Research Project Components	
Outline for a 12 – 17 Page (not including all references and appendices) Teach Research Project	
Introduction: 2 – 3 pages	
<ul style="list-style-type: none"> • Description of yourself, your personal and professional path to this project • Description of your personal, professional interests or concerns behind this project • Brief description of the problem and the intervention you will use to promote student learning 	
Review of the Literature: 3 – 4 pages	
<ul style="list-style-type: none"> • Description of findings from 4 – 5 recent and historical research articles/books that address your intervention • List of research questions that arise from this literature and the planned use of this intervention in your setting • Annotated bibliography based on selected research question and intervention 	
Methodology: 2 – 3 pages	
<ul style="list-style-type: none"> • Description of your community setting, your school and its demographics, and the students in your classroom <input type="checkbox"/> Description of actual “intervention” you will use to promote student learning <input type="checkbox"/> Description of fall semester pilot intervention, research methods, data sources, etc. <input type="checkbox"/> Description of spring semester full intervention, including research methods you used to study your intervention, to collect and analyze data (e.g., questionnaires, surveys, rubrics, student quizzes/assignments, peer observations, your own teaching journal, classroom environment, etc.) <input type="checkbox"/> Data collection methods must include a minimum of 3 data sources, a combination of quantitative and qualitative data sources, and at least 1 data source collected by the mentor teacher <input type="checkbox"/> Description of data analysis process and research timeframe • Complete chart of your pilot (fall) and final implementation timelines, data collection methods, data analysis methods 	
Findings and Conclusions: 5 – 6 pages	
<ul style="list-style-type: none"> • Description of the qualitative and quantitative findings from the pilot implementation of the study conducted during the fall semester <input type="checkbox"/> Description of the qualitative findings that arose from the analyzed data, grouped by themes and illustrated with examples and quotes <input type="checkbox"/> Quantitative representation of the findings that arose from analyzed data, shared in graphs or charts and illustrated with particularly interesting numbers and percentages <input type="checkbox"/> Discussion of conclusions that you drew from your qualitative and quantitative data and findings, including comparison of your findings to those of other studies 	
Limitations & Recommendations for Future Research: 1 – 2 pages	
<ul style="list-style-type: none"> • Description of factors that may have influenced your research process or your findings <input type="checkbox"/> Description of components of your research project that you were not able to address sufficiently (most likely because of time) <input type="checkbox"/> Description of future teacher research projects that might be conducted based on your findings <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Description of the “so what?” of the intervention—WHY this intervention was necessary and WHY it impacted student learning 	
Reference (in APA Style)	
Tables, Figures, Appendices	
<ul style="list-style-type: none"> • Questionnaires, surveys, and specific instruments used for collecting and analyzing data <input type="checkbox"/> Graphs, tables and charts that illustrate findings, and that are too large to include in “Findings and Conclusions” section 	

3 Guidelines, Policies and Procedures for Prospective Teachers

In order to successfully complete the residency, several requirements are necessary. Moreover, the college and the professional teaching community have guidelines that should be followed.

3.1 Background Check

Ohio law requires that all individuals must have a baseline Bureau of Criminal Investigation (BCI) and FBI criminal background check at the time they apply for their first Ohio educator license, certificate or permit, and those BCI and FBI background checks must be no older than one year (365 days) at the time they are used for initial licensure. If an individual then resides continuously in Ohio, he or she does not need to update the BCI background check, but must obtain an updated FBI check once every five years. If an individual lives outside Ohio at any time during the five years after obtaining a BCI check, then both background checks will need to be updated.

Every intern must submit fingerprints to the Bureau of Criminal Investigation (BCI) for a background check. Those who have not resided in Ohio for five (5) continuous years must also have a Federal Bureau of Investigation (FBI) background check. This procedure must be completed and the results submitted to the MUST program advisor by June 2018. The method to submit fingerprints is outlined below.

Electronic fingerprinting. The Educational Advising Office performs the electronic fingerprinting service for the BCI background check during the hours of 9:00 a.m.-12:00 p. m. and 1:00 p.m. – 4:00 p.m. Monday through Friday. The cost is approximately \$35.00, and the report will be available within two (2) business days. This process is acceptable for the BCI background check only. The cost for both FBI and BCI checks is approximately \$60.00 total.

3.2 Tuberculosis Testing

Proof of a negative TB test is required prior to the start of your practicum. You may go to your own doctor or you may contact the CSU's Health Services department in The Center for Innovation in Medical Professions (CIMP) building 2112 Euclid Ave., Room 205. 216-687-3649.

If you go to your own doctor, make sure your doctor administers the Mantoux TB test and that you get a signed statement of results. If you go to CSU's Health Services, please obtain forms in the ESSC, JH 171. The test costs approximately \$10.00 and is administered Mondays, Tuesdays, and Wednesdays. Make sure to arrive back for your results 48 hours later.

Interns will not be admitted to their practicum school without submitting evidence of successful fingerprinting and TB testing to the MUST program advisor. Documentation of these items must be submitted to the MUST program advisor by June 2018.

3.3 Health Insurance

The MUST program strongly advises all interns to be sure that they are properly insured against illness and injury during the program year. Interns may take advantage of the health insurance that is offered through the university or they can contact the National Education Association.

3.4 Professional Ethics

The MUST program requires all interns to follow the professional guidelines set by the College of Education and Human Services, the Ohio Department of Education, and the code of ethics set by the National Education Association. These are parameters for what is considered “professional practice.” Interns must be prepared to practice these guidelines upon first contact with students and schools. Bring any questions that you have about the meaning or interpretation of these guidelines to any University Coordinator at appropriate times.

3.4.1 College of Education and Human Services Guidelines

The College of Education and Human Services has set forth the following guidelines for students to follow. They include but are not limited to:

- Being professionally dressed.
- Using language and acting in ways that are appropriate to the context.
- Arriving and leaving at times that are expected of you.
- Notifying all appropriate people of your inability to be where you are expected.
- Not being complacent about the learning of your students: accepting your role as one that is important and necessary.
- Limiting your interactions and relation with students to a professional nature at all times.
- (remember that their parents leave them in your charge, expecting that this limitation will be respected).

3.4.2 National Education Association Code of Ethics

Please refer to the website of the National Education Association to review the statement of the Code of Ethics for the teaching profession. You can view the statement here at <http://www.nea.org/home/30442.htm>

3.5 Cleveland State University’s Academic Misconduct Policy

Cleveland State University’s academic misconduct policy is published in the student handbook online at <http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>.

3.6 The Office for Institutional Equity Statement:

Federal law, including *Title IX*, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. The Office for Institutional Equity (OIE) provides information, identifies resources, and issues academic and other accommodations. Any student affected by discrimination, harassment and/or sexual violence and seeking assistance should contact OIE at [216-687-2223](tel:216-687-2223) or OIE@csuohio.edu or visiting AC 236.

3.7 Attendance

Absences and tardies that occur in relation to a course will be subject to the policies and procedures as articulated by the instructor of that course. The following policy applies to interns when they are in their field placements. This includes practicum, student teaching, associated seminars and other professional activities affiliated with field placement. (See Appendix F for Intern Attendance Form). The residency follows the school calendar rather than the academic calendar of the university. Consult the school district calendar for start and end dates of practicum and student teaching as well as dates of vacation.

Every intern is expected to

- Sign in and out every time s/he enters or leaves the field placement school;
- Be on time and present for the duration of each day that s/he is assigned in the field;
- Receive your mentor teacher's and MUST supervisor's advanced approval for anticipated absences, e.g., for religious observances or medical concerns;
- Report every instance of tardiness and absence to the mentor teacher a University Coordinator via email
- Attend a Concern Conference with the University Coordinator and other field supervisors when the number of absences and/or tardies reaches a total of four in a semester.
- Complete the MUST attendance form daily.

NOTE: Interns who have a total of six or more absences and/or tardies in a semester may be required to repeat a field experience, including practicum and/or student teaching.

3.6 Substitute Teaching

Interns must apply for local board of education substitute teaching and be approved by the local board of education. Interns may substitute teach only at the discretion of the Mentor Teacher and University Coordinator. Interns may be paid for substitute teaching provided they have board of education approval. The local board of education assumes legal liability for interns when employed as a substitute teacher.

3.7.1 Long Term Substitute Teaching

Interns may be allowed to accept long-term substitute positions with the written permission of their mentor(s) and University Coordinator after the completion of a minimum number of ten weeks of student teaching determined by the Ohio Department of Education.

3.8 Concern Conference

There are occasions when MUST faculty, a mentor teacher, or a school administrator may feel that an intern has a problem meeting the minimum expectations of a master's level student and/or a future teacher. One way of communicating concern is through a "Concern Conference" with the intern. This is a formal procedure in which one or more faculty members and the MUST intern communicate with each other about a perceived problem, collaboratively develop ways in which the problem can or should be addressed, and write these out in a document. Mentor teachers and site coordinators may also be involved in concern conferences. You will find a copy of a Concern Conference form in Appendix E.

A Concern Conference is a serious matter that, if agreed upon stipulations are not met, may result in a change of placement (within same or different school), suspension from the program or removal from the program. Only one change in placement is allowed. If the Concern Conference results in a change of placement any additional Concern Conferences may result in dismissal from the program.

The College of Education and Human Services has an Ombudsperson whose job is to assist students with academically related problems that have not been resolved to their satisfaction. The Ombudsperson is prepared to objectively arbitrate issues that may develop at a Concern Conference, should that be necessary. The Ombudsperson may be contacted by calling the Education Student Services Offices (ESSC) at 216.687.4625.

**Appendix A: Lesson Plan
Form**

MUST Lesson Plan Format

Intern: _____ Date: _____ Course Name: _____
Grade: _____ Period: _____

- I. **Goal/s:** Make one or more broad, general, visionary statement/s (not specific behavioral objectives) that describe your learning goal/s for this lesson.
- II. **Relevant Standards/Benchmarks/Indicators**
- III. **Behavioral Objectives:** Write these in point form, using Bloom's Taxonomy. Be sure the objectives are observable and measurable. Start your objectives with statements like, "Students will be able to..."
- IV. **Materials:** List the materials that you and your students will use during the lesson (e.g., textbooks, laptops, color chalk, etc.)
- V. **Pre-Requisite Knowledge:** List knowledge students will need from previous lesson to enable them to understand the content of this lesson and/or successfully complete the activity planned.
- VI. **Procedures:** Identify how you will carry out the following parts of your lesson.
 - A. **Set Induction** – (The way in) Grab student interest by using motivational strategies, stating expectations, reviewing information, creating scenarios, etc. The purpose of this segment of the lesson is to help students access and use prior knowledge and connect the content to their own experiences..
 - B. **Development** –(The way through) Explain (1) the content, concepts and/or skills that will be developed during this lesson and (2) the sequence of activities that the students will undertake to engage themselves with the material. Third (3), justify your choice of activities by articulating how they will enhance student learning of the material.
 - C. **Questions** – List the questions you will ask (either in writing or orally) to clarify student knowledge, extend their understandings, and develop their reasoning. Try to build from concrete to more abstract questioning, helping students to understand concepts and build generalizations. Be sure to ask for reasoning, examples and clarification. Use higher order questions.
 - D. **Closure** – (The way out) How will you find a way out of this lesson or activity? Summarize the content of the lesson.
 - E. **Assessment** – Summarize the assessment for this lesson. Assess student knowledge and determine the focus of the next lesson. Explain how your assessment will give you the information you are seeking.
- VII. **Follow up:** What will take place during subsequent lessons that extend this lesson? State any homework assignment or other activities used to reinforce information or skills developed in this lesson. How will you assess what was learned in the future?
- VIII. **Reflective Self-Evaluation:** Ask yourself two or more open-ended and reflective questions. Critically assess the procedures of the lesson and the appropriateness of the materials used. Consider your delivery or "presence" in the classroom and ways to improve these. Is there a difference between what you believe should work "in theory" and how it worked "in practice"?
- IX. **College/MUST Outcomes Addressed:** Identify one College Outcome and one MUST Outcome addressed in this lesson.

Appendix B:
Generic Lesson Observation Form

Intern's name	Observer's name	—
Observation Notes		
Date	Lesson	

Time	Activity	Comments/Questions
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Strengths:	Recommendations:
Goals/Next Steps for Teacher Intern:	Supervisor/Mentor's Next Steps:
Next Observation Date	Focus for next observation

Appendix C:
Intern 7/15 Week Evaluation Form

Pedagogy	
Domain	Evidence
Planning for Instruction and Assessment	
A. Focus for Learning: Standards and Objectives/Targets OSTP 4.1	
B. Materials and Resources OSTP 4.7	
C. Assessment of P–12 learning OSTP 2.3	
D. Differentiated Methods OSTP 4.5	
Instructional Delivery	
E. Learning Target and Directions OSTP 4.3	
F. Critical Thinking OSTP 4.6	
G. Checking for Understanding and Adjusting Instruction through Formative Assessment OSTP 3.2	
H. Digital Tools and Resources OSTP 4.7	
I. Safe and Respectful Learning Environment OSTP 5.1,5.2,5.5	
Assessment	
J. Data-Guided Instruction OSTP 3.3	
K. Feedback to Learners OSTP 3.4	
L. Assessment Techniques OSTP 3.1	
Analysis of Teaching	
M. Connections to Research and Theory OSTP 4.4	
Professional Dispositions	
Domain	Evidence
Professional Commitment & Behaviors	
A. Participates in Professional Development (PD) OSTP 7.2	
B. Demonstrates Effective Communication with Parents or Legal Guardians OSTP 3.4	
C. Demonstrates Punctuality OSTP 7.1	
D. Meets Deadlines and Obligations OSTP 7.1	
E. Preparation OSTP 7.1	
Professional Relationships	
F. Collaboration OSTP 6.3	
G. Advocacy to Meet the Needs of Learners or for the Teaching Profession OSTP 6.3	
Critical Thinking and Reflective Practice	
H. Responds Positively to Feedback and Constructive Criticism OSTP 4.1	
Cleveland State University College of Education (COEHS)	
Domain	Evidence
A. Use of student background information for planning instruction	
B. Fairness to students	
C. Physical environment	
D. Communicating content	
E. Reflection and professional development	
Specialized Program Area	
# of Items vary per program area Use the rows needed to address these items	
Domain	Evidence
AA.	
BB.	
CC.	

Appendix D:
Artifact Conference Sheet



**Master of Urban Secondary Teaching (MUST)
Artifact Conference Sheet**

Master of Urban Secondary Teaching (MUST)

Intern Name: _____ Date/Semester: _____

Artifact Title: _____

Artifact Description: _____

MUST/College Outcomes Addressed:

Intern's Reflection on Artifact/Outcomes:

Conference Constituent Name/Role: _____

Conference Notes:

**Appendix E:
Concern Conference Form**

**MUST Program Concern Conference
Cleveland State University**

Date

Intern Name

Initiator of Conference

Other Present

Other Present

Other Present

I. Area/s of concern (Please circle appropriate area/s and provide explanations and/or descriptions of behaviors.

A. Language Skills	B. Professional Relationships	C. Professional Responsibilities	D. Academic Responsibilities	E. Classroom Skills
1. Oral expression 2. Written expression 3. Reading skills 4. Other	1. Intern-faculty 2. Intern-peer 3. Intern-pupil 4. Intern-field personnel 5. Other	1. Meeting obligations 2. Knowledge 3. Professional honesty /integrity 4. Professional behavior 5. Other	1. Completeness of coursework 2. Written expression skills 3. Conceptual skills 4. Academic honesty 5. Other	1. Teacher presence 2. Classroom management 3. Classroom control 4. Knowledge subject

Explanation/Description: _____

II. Planning Chart (to be monitored by MUST University Coordinator)

Objectives (including date(s) by which each objective(s) are to be met, if applicable)

1. _____

III. College Policies

- A. This record is confidential to the faculty and staff associated with the College of Education and Human Services. One copy goes to the intern, one to the faculty present, one to the University Coordinator and one to the department chair.
- B. Continued concerns of failure to meet objectives may result in:
 - a. A conference with the department chair
 - b. Course enrollment restrictions/exclusion
 - c. Program participation restrictions/exclusion
 - d. Dismissal of the intern from the program

- Intern

Signature
Signature - Initiator of conference

Signature - Other present

Signature - Other present

Signature – Other present

**Appendix F:
Intern Attendance Form**

Intern Attendance Form

Masters of Urban and Secondary Teaching (MUST)

*Forms are maintained by Intern, filed with Mentor Teacher during semester, and picked up by Supervisor at end of experience

Intern: _____

Mentor: _____

Supervisor: _____

Semester/Year: _____

Week # _____ Dates: _____

Week # _____ Dates: _____

Date	Time In	Time Out	# of Hours

Date	Time In	Time Out	# of Hours

Week # _____ Dates: _____

Week # _____ Dates: _____

Date	Time In	Time Out	# of Hours

Date	Time In	Time Out	# of Hours

Week # _____ Dates: _____

Week # _____ Dates: _____

Date	Time In	Time Out	# of Hours

Date	Time In	Time Out	# of Hours

Notes

- Practicum internship hours are generally 8 am – 12 pm, Monday – Thursday for 15 weeks; alternately, some licensure programs require attendance 8 am – 11 am, Monday – Friday for 15 weeks
- Student teaching internship hours are generally 8 am – 3 pm, Monday – Friday for 15 weeks; interns are expected to follow their mentor teachers' full-time teaching schedules, including before school arrival and attendance at planning, professional development and after school meetings
- Accruing more than 4 absences during the practicum or student teaching internship may result in the need to repeat this experience or in an extension of the experience
- All absences must be reported to both the Mentor Teacher and Supervisor ahead of time Changes in internship schedules can be made only with written approval of the Must Program Director

Appendix G:
EdTPA Lesson Plan Template

CSU EdTPA Lesson Plan Template

Name: Grade level: Date: Subject: Instructional Focus:	
PLANNING	
Lesson Overview: In a few sentences, summarize this lesson.	
Focus Question: What is the big idea or focus question of this lesson?	
Connection: What is the big idea that connects this lesson with the other 3-5 lessons in the learning segment/unit?	
Student Evidence/ Accomplishment: What will the final summative assessment expect students to do?	
Class Characteristics: How are you using knowledge of your students in determining the pacing, choices, hook, closure, activities and materials?	
State Learning Standards: Identify relevant standards from the Common Core. Remember to clearly state if you are addressing other content areas other than the primary content area.	
Learning Targets: What should the students know or be able to do after the instruction? Use a measurable verb that matches the standard and consider using language targets as well.	

Academic Language: List the academic language/language demands for the lesson		
Key Vocabulary: List the key content vocabulary that will be covered.		
Grouping strategies: Describe how and why students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.)		
ASSESSMENT		
Assessment Strategies:	Target – Assessment Alignment Table In this space tell how you will assess the students for each learning target. Add additional cells if needed to address additional targets.	
Formative: measures process/progress toward the mastery of target(s) Summative: measures outcomes/achievement of targets	Target:	Formative: Summative:
	Target:	Formative: Summative:
	Target:	Formative: Summative:
	Target:	Formative: Summative:
INSTRUCTIONAL PLANS		
Prior Learning: What prior knowledge do your students have around this focus question?		
Materials, Technology and Resources: Attach a copy of ALL materials the teacher and students will use during the lesson: handouts, rubrics, checklists, question banks, PowerPoint slides, worksheets etc. What technology will be utilized?		
Introduction/ Hook:		

1. Identify how you are going to introduce the concept, skill or task in a way that gains student's attention and gets them involved.
 2. How will this lesson be meaningful to the students and connect to their lives?
 3. What prior knowledge do your students have around this focus question?

Teaching Strategies:
 Use this checklist of important aspects, which should be evident in your learning activities. Check them off as you write your learning activities.

- Instructional procedures: What teaching approaches or modes will you use to teach each step?
- Multiple means of access: Are you presenting the material through multiple means? How?
- Multiple means of engagement: Are there multiple ways for students to participate in the learning?
- Multiple means of expression: Are there multiple ways for the students to show their learning?
- Language learning objectives: How have you planned for these?
- Remedial activities: Have you created a review worksheet or scaffolding activity?
- Extension activities: What will students do who finish early? What will a student do whom needs challenged?
- Time: How much time will each portion of the lesson take? Students should be engaged as much as possible.

Learning Activities:
 Give detailed, step-by-step instructions on how you will implement the instructional plan.

In planning your lesson, think about:

- Transitions you make throughout your lesson and write them out
- Write down the questions you want to ask
- Set up your lesson in two columns. Use a bulleted or numbered list indicating what you will do and what the students will do.

Note: If you are co-teaching add a third column and indicate what the other teacher will be doing.

I do

Students do

**Adaptations/
 Differentiation:**
 How are you accommodating for IEP's? 504's? ELL learners? Gifted?

Closure:
 How are you going to bring closure to your lesson?
 Explain how students will share what they have learned in the lesson. (Identify 2 questions that you can ask students to begin the conversation.)

Extensions/Independent

<p>Practice: Describe how students will extend their experiences with the content and demonstrate understanding beyond the scope of the lesson outside the class.</p>	
<p>Student Voice: Identify how students will reflect and/or communicate on their learning or progress toward meeting the learning targets.</p>	
<p>REFLECTION</p>	
<p>Reflection on Student Learning: Reflect on the evidence to identify changes and instructional implications.</p>	
<p>Next Steps: Based on the above information, What will you do in your next lesson to build on students' learning?</p>	
<p>References/ Acknowledgements: Acknowledge your sources. Give credit to who created the idea.</p>	

Appendix H:
Candidate Preservice Assessment

Candidate Preservice Assessment of Student Teaching (CPAST) FV18

All Standards:

	value: 300	value: 200	value: 100	value: 0.00	Score/Level
A. Focus for Learning: Standards and Objectives/Targets	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area C > Standards	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners	Plans aligns to appropriate P-12 state learning standards AND/OR Some goals are measurable AND/OR Standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners	Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners	
B. Materials and Resource	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners 3. Encourage Individualization of learning I > Standards	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners	Uses materials and resources that align with some of the objectives/targets	Materials and resources do not align with objectives/targets	
C. Assessment of P-12 Learning	Plans a variety of assessments that 1. Provide opportunities for learners of varying abilities to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. Promote learner growth I > Standards	Plans a variety of assessments that 1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge	Planned assessments 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards	Planned assessments 1. Are not Included OR 2. Do not align with the appropriate P-12 state learning standards	
D. Differentiated Methods	Lessons make meaningful and relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real world experiences AND Differentiation of	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND Differentiation of Instruction supports learner development	Lessons make an attempt to build on, but are not completely successful at connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of Instruction is minimal	Lessons do not build on or connect to learners' prior knowledge AND/OR Explanations given are illogical or inaccurate as to how the content connects to previous and future learning AND/OR Differentiation of	

	value: 3.00	value: 2.00	value: 1.00	value: 0.00	Score/Level
	instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for	AND Organizes instruction to ensure content is comprehensible and relevant for learners	AND Organizes instruction to ensure content is comprehensible for learners	Instruction is absent	
	1 > Standards				
E. Learning Target and Directions	Articulates accurate and coherent learning targets AND Articulates accurate directions/explanations throughout the lesson AND Sequences learning experiences appropriately	Articulates an accurate learning target AND Articulates accurate directions/ explanations AND Sequences learning experiences appropriately	Articulates an inaccurate learning target AND/OR Articulates inaccurate directions/explanations	Does not articulate the learning target OR Does not articulate directions/ explanations	
	1 > Standards				
F. Critical Thinking	Engages learners in critical thinking in local and/or global contexts that 1. Fosters problem solving 2. Encourages conceptual connections 3. Challenges assumptions	Engages learners in critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Introduces ANO/OR models critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Does not introduce AND/OR model critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	
	1 > Standards				
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)	Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)	Inconsistently checks for understanding during lessons using formative assessment AND Adjusts instruction accord only, but adjustments may cause additional confusion	Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners' responses	
	1 > Standards				
H. Digital Tools and Resource	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. Extend learners' understanding of concepts	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills	Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson AND Technology is not available	One of the following: A. Does not use technologies (digital tools and resources) to engage learners AND Technology is available in the setting OR B. Use of technologies is not relevant to the learning objectives/ targets of the lesson OR C. Does not discuss technologies AND Technology is not available in the setting	
	1 > Standards				
I. Safe and Respectful Learning Environment	Actively involves learners to create and manage a safe and respectful learning environment through	Manages a safe and respectful learning environment through the use of routines and transitions AND	Attempts to manage a safe learning environment through the use of routines and transitions AND/OR	Does not manage a safe learning environment OR Does not establish constructive	

	value: 3.00	value: 2.00	value: 1.00	value: 0.00	Score/Level
	<p>the use of routines and AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)</p> <p> > Standards</p>	<p>Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)</p>	<p>Attempts to establish constructive relationships to engage learners AND/OR Attempts to use constructive strategies to maintain learners' attention (individual and whole group)</p>	<p>relationships to engage learners OR Does not use constructive strategies to maintain learners' attention (Individual and whole group)</p>	
J. Data-Guided Instruction	<p>Uses data-informed decisions (trends and patterns) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner data keeping and analysis</p> <p> > Standards</p>	<p>Uses data-informed decisions to design instruction and assessment AND Uses contemporary tools for learner data recording and record-keeping</p>	<p>Uses minimal data to design instruction and assessment</p>	<p>Does not use data to design instruction and assessment</p>	
K. Feedback to Learners	<p>Provides feedback that</p> <ol style="list-style-type: none"> 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized <p>AND Provides timely feedback, guiding learners on how to use feedback to monitor their own progress</p> <p> > Standards</p>	<p>Provides feedback that</p> <ol style="list-style-type: none"> 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive <p>AND Provides timely feedback</p>	<p>Provides minimal feedback that</p> <ol style="list-style-type: none"> 1. Enables learners to recognize strengths OR areas for improvement <p>OR Feedback is provided in a somewhat timely fashion</p>	<p>Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion</p>	
L. Assessment Techniques	<p>Evaluates and supports learning through assessment techniques that are</p> <ol style="list-style-type: none"> 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied <p> > Standards</p>	<p>Evaluates and supports learning through assessment techniques that are</p> <ol style="list-style-type: none"> 1. Developmentally appropriate 2. Formative AND summative 	<p>Assessment techniques are</p> <ol style="list-style-type: none"> 1. Developmentally appropriate 2. Formative OR summative 	<p>Assessment techniques are</p> <ol style="list-style-type: none"> 1. Developmentally inappropriate OR Not used 	
M. Connections to Research and Theory	<p>Discusses, provides evidence of, and justifies connections to educational research and/or theory AND Uses research and/or theory to explain their learners' progress</p> <p> > Standards</p>	<p>Discusses and provides evidence of connections to educational research and/or theory</p>	<p>Mentions connections to educational research and/or theory</p>	<p>No connections OR inaccurate connections to educational research and/or theory</p>	
N. Participates in Professional Development (PD)	<p>Participates in at least one professional development opportunity (eg. workshops, seminars, attending a professional conference, joining a</p>	<p>Participates in at least one professional development opportunity (eg. workshop, seminar, attending a professional conference) AND</p>	<p>Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)</p>	<p>Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)</p>	

	value: 3.00	value: 2.00	value: 1.00	value: 0.00	Score/Level
	professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND Reflects on own professional practice with evidence of application of the knowledge acquired from PO during student teaching	Provides evidence of an increased understanding of the teaching profession as a result of the PO			
	> Standards				
0. Demonstrates Effective Communication with Parents or Guardians	Provides evidence of communication with parents or legal guardians in accordance with district policies (eg, letter of introduction, attends parent teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress AND Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face to face discussion, etc.)	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., Letter of introduction, attends parent-teacher conferences, communication via email or AND Provides information about P-12 learning to parents legal guardians guardians to promote understanding and academic progress	Provides evidence of communication with parents or legal guardians in accordance with district policies (eg, letter of introduction, attends parent-teacher conferences, communication via email or online)	Does not provide evidence of communication with parents or Legal guardians	
	(> Standards				
P. Demonstrates Punctuality	Reports on time or early for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	Reports on time for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	Inconsistently reports on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	Does not report on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	
Q. Meets Deadlines and Obligations	Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating teacher without reminders	Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating teacher	Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs some stakeholders (cooperating teacher, supervisor and/or faculty members) of absences prior to the absence AND Provides incomplete directions and lessons for substitutes/cooperating teacher	Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor AND/OR Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND/OR Does not provide directions and lessons for substitutes/cooperating teacher	
R. Preparation	Prepared to teach on a daily basis with all materials (lesson plans, plans, manipulatives,	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives.	Not consistently prepared to teach on a daily basis with all materials (lesson plans.	Not prepared to teach on a daily basis with all materials (lesson manipulatives	

	value: 3.00	value: 2.00	value: 1.00	value: 0.00	Score/Level
	handouts, resources. etc.) AND Materials are easily accessible AND organized AND Prepared for the unexpected and flexible	handouts, resources. etc.) AND Materials are easily accessible AND organized	manipulatives. handouts, resources. etc.) AND/OR Materials are easily accessible OR organized	handouts, resources. etc.) AND/OR Materials are not organized NOR easily accessible	
S. Collaboration	Demonstrates demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	Demonstrates collaborative relationships with cooperating teacher AND/OR the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Does not collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	
	!> Standards				
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (eg. academic, physical, social, emotional, and cultural needs); OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (eg. technology integration, research based practices) AND Takes action(s) based upon identified needs, while following district protocols	Recognizes and articulates specific areas in need of advocacy including the 1. Needs of learners (eg. academic, physical, social, emotional, and cultural needs); OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (eg. technology integration, research based practices)	Recognizes areas in need of advocacy, but cannot articulate the 1. Needs of learners (eg. academic, physical, social, emotional, and cultural needs); OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (eg. technology integration, research based practices)	Does not recognize areas in need of advocacy, including the 1. Needs of learners (eg. academic, physical, social, emotional, and cultural needs); OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (eg. technology integration, research based practices)	
	!> Standards				
U. Responds Positively to Feedback and Constructive Criticism	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND incorporates feedback (eg. from cooperating teacher, university supervisor) to improve practice AND Proactively seeks opportunities for feedback from other professionals	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND incorporates feedback (eg. from cooperating teacher, university supervisor) to improve practice	Is receptive to feedback, constructive criticism, and supervision AND/OR incorporates feedback inconsistently	Is not receptive to feedback, constructive criticism, and supervision AND/OR Does not cooperate with feedback	

Appendix I:
Pre-Concern Conference Form

Cleveland State University

College of Education and Human Services

Office of Field Services Pre-Concern Conference Record

Intern: _____ ID: _____ Date of Conference: _____

Practicum Student Teacher Undergraduate Graduate Licensure Program: - _____

Does intern have a FLAG Form on file in Student Services? Yes No

Initiator of Conference:

Supervisor: - _____

Mentor (s): _____

Intern: - _____

OFS Staff: _____

Other: _____

Area(s) of Concern:

Professional Relationships

Intern-Supervisor and/or OFS Staff

Intern-Mentor Teacher(s)

Intern-Peer(s)

Intern-Students

Intern-Other: - _____

Professional Responsibilities

Meeting Field Obligations

Lesson Planning

Lesson Delivery

Low Assessment Scores

Classroom Management

Lack of initiative

Attendance/Tardiness

Meeting Syllabus Requirements

Disposition(s)

Professional Competency

Content Knowledge

Skills: - _____ Clinical Experience

Oral/Written expression

Brief Explanation of Problem:

Planning and Progress Chart

Objective	Objective Met

Signatures:

OFS Staff: _____

Intern: _____

Mentor Teacher: _____

Supervisor: _____

Other: _____

Appendix J:
Lesson Plan Chart

Lesson Plan Title (Insert Here)

Objectives/ Learning Targets

Students will be able to:

I can statement here:

Standards and/or
Competencies
List all standards and/or
competencies used for this lesson
here.

Academic Language &
Vocabulary

Materials Needed

Procedure
Outline your lesson here.
Introduction, Middle and Conclusion
Include times.

You and Mentor Do:

Students Do:

Differentiation Strategies

<p>Address needs of groups and individuals as needed</p>	
<p>Assessment How will you assess student learning for this specific lesson? (Pre- Assessment Formative assessing and Post Assessment)</p>	
<p>Rationale Including Knowledge of Students and Before & After the Lesson</p> <p>Why are you teaching this? Explain the importance of the lesson, what the students will learn and why you want them to learn this.</p> <p>What came before this lesson? How does this lesson connect to previous lessons?</p> <p>What will come next? How will this lesson lead into the next one?</p>	
<p>Engagement Strategies How does this lesson engage students and help them achieve the goal of the lesson? How will you measure their engagement and time on task?</p>	

**Appendix K:
Post Observation Form**

Post-Observation Reflection: (Response/Reflection)

CSU Intern: _____

Supervisor= _____

Grade level/subject area: _____

Date: _____ Observation #: _____

Directions: Following the observation and post-conferences, interns are to complete the post-observation reflective responses provided below and submit them electronically to their supervisor within 48 hours of the observation. Interns and supervisors should then use the data from the observation, post-conference, and post-observation reflection to formulate next steps for both the intern and supervisor.

Post-observation Reflective Responses:

1. What was the greatest surprise in the lesson today?

2. What evidence supports that students understood the purpose of the lesson and the connection between the purpose and their learning?

3. What were some of the most effective connections between the lesson purpose and the activities?

4. How did the assessment tasks provide students the opportunity to demonstrate and explain their thinking?
